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ABSTRACT

Between fall 1987 and spring 1992, the Wyoming Community College Commission, in cooperation with the state's seven community colleges, implemented a comprehensive longitudinal study to follow changes in student demographics and progress over the 5-year period. The sample consisted of 181 first-time, first-year, full-time students attending one of the community colleges in October, 1987. The initial survey defined a profile of community college students and identified their educational and career goals, while additional surveys administered at 6 month intervals tracked changes in these data. The final report presents information on student characteristics, educational status, career status and satisfaction and is based on a response rate of 60% of the original sample. Results of the study include the following: (1) from 1987 to 1992 the percentage of respondents dependent on parents or spouses decreased from 60% to 22%, while 24% married during the same period; (2) 42% of the study sample were enrolled in institutions of higher education, while 23% had earned a bachelor's degree; (3) faculty and other students were identified as helpful to the respondents while counselors and administrators were not rated as highly; (4) 74% of respondents were employed at least part-time, with 32% earning less than $7,500 per year; (5) 42% of those currently employed were employed in their long-term career or occupational goal; (6) 62% claimed that their education had prepared them for employment, and 65% indicated they were happy with their employment status; and (7) 65% expressed satisfaction with their educational, career and personal experiences over the past 5 years, 24% were neither satisfied nor dissatisfied, and 11% indicated dissatisfaction. Extensive data tables are included. (MAB)

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ED354037

Statewide Longitudinal Study

1987-92
Final Report

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STATEWIDE LONGITUDINAL STUDY

FINAL REPORT

To effectively plan for today and for the future, it is essential that the Wyoming Community College System maintain a broad data base. An essential component of that base is a thorough, accurate and useful description of the variables that affect student progress toward their personal, academic and career objectives.

To provide that essential component, the Wyoming Community College Commission, in cooperation with the seven community colleges, implemented a comprehensive five year statewide longitudinal study in the fall of 1987. The study was completed at the conclusion of the spring semester in 1992.

The sample for the study consisted of one-hundred-eighty-one (181) randomly selected first-time, first-year, full-time students attending one of the seven community colleges in Wyoming. Each respondent completed an initial survey questionnaire administered by the Commission Researcher during the week, October 19-23, 1987. The purpose of the initial survey was to define a profile of community college students and identify their educational and career goals. A follow-up survey was completed for each six-month period during the five-year study. The surveys were designed to identify changes in the student profile and to track progress toward achieving educational and career goals. The final report is based on a response rate of sixty percent (60%) of the original sample.

Data from the final survey is presented below by the following categories: Student Characteristics, Educational Status and Information, Career Status and Information, and Personal Satisfaction.

STUDENT CHARACTERISTICS

Questions 1-3 identified the respondents by age, marital status and number of children:

Age:

20-25	82%
26-34	5%
35-49	10%
Over 50	3%

Marital Status:

Single	49%
Married	45%
Separated, divorced, widowed	6%

Number of Children:

None	68%
One	15%
Two	8%
Three or more	9%

At the beginning of the study, seventy-one percent (71%) of the respondents were under 20 years of age. When the study concluded five years later, eighty-two percent (82%) of the respondents indicated they were within the 20-25 age range. Twenty-four percent (24%) of those participating in the survey married during the five year period. Only eight percent (8%) of those who had no children in October of 1987 reported that they had children by 1992.

Questions 4-6 related to residency while attending college and currently:

Living Arrangements While Attending College: (Multiple Responses)

Parent's or relative's home	39%
College Housing	54%
Off-campus rental	42%
Own home	22%

Current Residency Type:

Parent's or relatives's home	10%
Rental	52%
Own home	28%
Other	10%

Family Members or Other Persons Residing With Respondent:

None	20%
One	38%
Two	19%
Three	11%
Four or more	12%

While enrolled in a postsecondary institution nearly one-half (49%) of the respondents lived in more than one type of housing, consequently, the percentage of responses total is in excess of 100%. Home ownership among the sample members did not increase materially during the five year period encompassed by the study. In 1987, eleven percent (11%) of the respondents indicated that they lived alone. By 1992, twenty percent (20%) of the respondents lived alone.

Questions 7-9 document sources of funding for college and current financial support status:

Sources of Funding for College: (Multiple Responses)

Parents or relatives	37%
Full- or part-time job	63%
Student financial aid	83%
Spouse (husband or wife)	9%
Savings	19%
Veterans, Social Security, other benefits	2%
Other	6%

Type of Student Financial Aid Received: (Multiple Responses)

Scholarship	60%
Grant	44%
Loan	34%
Work study	30%

Current Financial Support Status:

Dependent on parents	9%
Dependent on spouse or significant other	13%
Independent with no dependents	38%
Jointly support a household	33%
Sole support of household (self and dependents)	7%

Seventy-nine percent (79%) of the respondents reported that their college education was funded from more than one source. The most frequently reported source was student financial aid. Eighty-three percent of those reporting said that they received one or more forms of financial aid. Reported most frequently was scholarships by sixty percent (60%) of the respondents. Other sources of financial aid were: grants, 44%; loans, 34%; and work study, 30%.

After student financial aid, the next most frequently reported source of funding for college was full- or part-time jobs by sixty-three percent (63%) of the respondents. Parents, relatives or spouses were reported by forty-six percent (46%) of the respondents as a source of funding. Those who reported other sources of funding than those specified in the survey indicated Vocational Rehabilitation grants and National Guard educational benefits.

During the initial survey conducted in 1987, sixty percent (60%) of the respondents indicated that they were dependent or their parents or spouse while twenty-two percent (22%) reported that they were financially independent with no dependents. By 1992, the relative position of those two sources of support was reversed with twenty-two percent (22%) dependent on parents or spouse and thirty -eight percent (38%) independent with no dependents. In 1987, only seven percent (7%) of the respondents jointly supported a household. That percentage had increased to thirty-three percent (33%) by 1992. The percentage increase (26%) in respondents who jointly support households is positively correlated with the change in marital status (24%) from single to married.

EDUCATION STATUS AND INFORMATION

Question 10 elicited information about current educational status:

Current Enrollment in an Institution of Higher Education:

NO	59%
YES	42%

Current Enrollees by Type, Institution Attending and Institution Location:

Full-time	62%	Part-time	38%
Two-year institution	21%	Four-year institution	79%
In Wyoming	50%	Outside Wyoming	50%

The respondents who were currently enrolled at a postsecondary institution were evenly divided between in-state and out-of-state attendance whether they attended a two-year or a four-year institution.

	In-State	Out-of-State	TOTAL
2-Year Institution	12%	9%	21%
4-Year Institution	38%	41%	79%
Total	50%	50%	100%

Questions 11-13 identified postsecondary degrees earned and identified future degree expectations:

Certificate/Degree Earned at Community College:

Vocational certificate	8%
Associate Degree	53%

Degrees earned correlates positively with the expectations of students in 1987 when sixty-eight percent (68%) reported that they planned to earn an associate degree and fourteen percent (14%) planned to earn a vocational certificate.

Those respondents who had earned certificates or degrees from a community college were distributed, by college, as outlined below:

College	Vocational Certificate	Associate Degree
Casper	25.0%	20%
Central	12.5%	4%
Eastern	-0-	13%
LCCC	-0-	11%
Northwest	12.5%	30%
Northern	12.5%	7%
Western	12.5%	11%
Out-of-State	25.0%	-0-
Not Identified	-0-	4%

Twenty-three percent (23%) of the respondents reported that they had earned a bachelors degree from a four-year institution. Of those respondents earning a degree from a four-year institution, thirty-nine percent (39%) had earned their undergraduate degree at the University of Wyoming and the remaining sixty-one percent (61%) earned their degrees at an out-of-state postsecondary institution. Neither a preference for an institution nor for a state was apparent from the data reported.

Just over one-half of the respondents (52%) reported that they did not intend to pursue a graduate degree. The remaining forty-eight percent (48%) reported that they planned to earn a graduate degree which correlates positively with the expectation of forty-two percent (42%) in 1987.

Graduate Degree Expectations:

Masters	72%
Doctorate	5%
Professional	23%

Questions 14-17 provided more definitive information about the respondents postsecondary program:

College Course of Study:

Academic	75%
Vocational/technical	25%

The course of study pursued at the postsecondary institution closely parallels the high school program. Sixty-nine percent (69%) of the respondents reported completion of an academic program during high school and thirty-one percent (31%) reported that they completed a vocational/technical program.

Credit Hours Attempted Per Semester:

Less than 6	2%
6-12	23%
More than 12	75%

Respondent Assessment of Grades Earned:

Mostly A's	19%	Mostly C's	7%
Mostly A's and B's	42%	Mostly C's and D's	1%
Mostly B's	11%	Mostly D's	NA
Mostly B's and C's	20%	Mostly D's and F's	NA

Major Changed During College Experience:

NO	60%
YES	40%

Although two-fifths (40%) of the respondents indicated a change in major during his/her college career, the net change within CIP code categories was insignificant. A comparison of original declared major to new major is illustrated below:

Program by CIP Code	Original Major	New Major	% Change
Agriculture	5%	4%	-1%
Architecture	1%	1%	
Business	24%	19%	-5%
Communications	1%	2%	+1%
Computer and Information Services	3%	3%	
Education	12%	14%	+2%
Engineering	3%	2%	-1%
Health	20%	22%	+2%
Home Economics	3%	3%	
Industrial Arts	1%	1%	
Law	3%	3%	
Liberal/General	1%	1%	
Life Science	3%	5%	+2%
Mathematics	1%	1%	
Protective Services and Public Affairs	3%	4%	+1%
Social Sciences	6%	5%	-1%
Trades and Industrial	9%	9%	
Visual and Performing Arts	1%	1%	

Question 18 assessed the degree to which respondents perceived that selected groups of individuals were helpful to them during their collegiate experience. Responses are summarized on the following page.

Degree To Which Selected Groups Have Been Helpful:

	Very Helpful	Helpful	Not Helpful	No Contact
Faculty	36%	59%	4%	1%
Office Staff	14%	70%	7%	9%
Counselors	20%	43%	13%	24%
Administrators	8%	40%	17%	35%
Other Students	43%	51%	4%	2%

Generally, survey respondents perceived that faculty (95%) and other students (94%) were either very helpful or helpful to them when they attended college. In contrast, only sixty-three percent (63%) of the respondents reported that counselors were very helpful or helpful, and forty-eight percent (48%) reported that administrators were very helpful or helpful. More respondents indicated that they had no contact with counselors (24%) and administrators (35%) than reported that they were not helpful, thirteen percent (13%) and seventeen percent (17%), respectively.

Questions 19-20 provided respondents the opportunity to rate the community college attended:

Rating of Community College Attended:

	Excellent	Average	Poor
Instruction	69%	31%	-0-
Faculty/student relations	63%	36%	1%
Variety of courses offered	39%	50%	11%
Counseling/academic advising	33%	50%	17%
Financial aids services	37%	51%	12%
Student employment services	34%	55%	11%
Facilities	52%	43%	5%
Equipment	41%	54%	5%

Responding to a rating scale, approximately two-thirds of the sample who reported indicated that instruction (69%) and faculty/student relations (63%) were excellent at the community college they attended. Just over one-half of the respondents rated facilities (52%) as excellent. Counseling/academic advising was rated as excellent (33%) by the respondents. Approximately one-half of those reporting rated variety of courses (50%); counseling/academic advising 50%), financial aids services (51%); student employment services (55%); and, equipment (54%) as average. More students rated counseling/academic advising (17%) as poor than any of the other categories they were asked to rate. When a composite rating for all categories surveyed was calculated, community colleges were rated by forty-six percent (46%) of the respondents as excellent, by forty-six percent (46%) as average, and by eight percent (8%) as poor.

Two open-ended questions provided respondents the opportunity to present their perceptions of the strengths of and areas in which improvements should be made at the community college they attended. Similar responses were grouped together and the proportion of responses, by group, to the total was established. The results are listed on the following page:

Strengths:

Individual instructors	28%
Student/instructor relationships	18%
Quality of courses/programs	9%
Facilities and equipment	9%
Small classes	8%
Administrator and staff relations	5%
Student/instructor ratio	5%
Accessibility	4%
All other	14%

More than one-half (51%) of the positive responses related to community colleges are centered around instructors. An additional seventeen percent (17%) are positive responses to courses, programs and learning environment (small classes). Positive aspects of Wyoming community colleges expressed by respondents and grouped into the "other category" included low-cost, local orientation, up-to-date, placement office, career opportunities, financial aid, high standards, sports, transferability of credits, activities, counselors, friendliness and age diversity.

Areas in Which Improvements Should Be Made:

Facilities and equipment	22%
Quality and variety of courses	20%
Counseling and Advising	17%
Transfer of credits	7%
Student/instructor relationships	7%
Student activities and facilities	4%
Administration	4%
All other	19%

The largest percent of students reported that facilities and equipment (22%) at the community colleges were in need of improvement. Following closely with twenty percent (20%) respondent identification was the need to improve the quality of and/or variety of courses offered. Seventeen percent (17%) of the respondents expressed that counseling and advising needed improvement while an additional seven percent (7%) expressed the need to improve the transfer of credits process. Seven percent (7%) expressed the need to improve relations with instructors while four percent (4%) recommended improved relations with administration and the need for more student activities and facilities for student activities. Mentioned within the "other" category of items needing improvement were: placement services, class size (smaller), more four-year degrees, policies, stricter standards, financial aid, laboratory time, housing rules, athletic funding, and, discipline.

Questions 21-23 are attitudinal relative to postsecondary institutions attended and progress toward educational goals:

Respondents were asked to indicate if they were beginning their educational career today, would they enroll in a community college in Wyoming. Eighty-one percent (81%) responded in the affirmative while nineteen percent (19%) responded negatively.

Those students who had transferred to another institution rated their transfer institution.

Rating of Transfer Institution:

Excellent	39%
Average	56%
Poor	5%

Satisfaction with Attainment or Progress Toward Educational Goals:

Satisfied	68%
Neutral	19%
Dissatisfied	13%

Fifty-six percent (56%) of the respondents who had transferred to another institution responded that the transfer institution was average while five percent (5%) reported that the institution was poor. By contrast, thirty-nine percent (39%) or nearly two-fifths of the respondents rated their transfer institution as excellent.

More than two-thirds (68%) of the respondents expressed satisfaction with the progress they had made toward or the attainment of their educational goals. Only thirteen percent (13%) were dissatisfied with their progress toward educational goals. The final nineteen percent (19%) expressed neutrality in achievement or progress toward educational goals.

CAREER STATUS AND INFORMATION

Question 24 identified the employment status of the respondents:

Current Employment Status:

Working full-time (30 or more hours per week)	54%
Working part-time (under 30 hours per week)	20%
Unemployed, but looking for work	8%
Not employed and not looking for work	8%
Other	10%

Respondents employed either full-time or part-time identified the type of work they were currently performing in question 25:

Type of Work:

Health Care	31%
Personal Services	22%
Business	13%
Teaching	12%
Agriculture	5%
Construction	5%
Engineering/Electronics	4%
Legal	3%
Other	5%

More than one-half (58%) of the respondents reported that they did not consider the field in which they were currently employed as their long-term career or occupation. The remaining forty-two percent (42%) indicated that they were currently employed in their long-term career or occupation field. Those respondents who consider their current employment status as temporary reported that they would be in the position less than five years. Those currently employed in their chosen career or occupation field expected to remain in that position for five years or more. Career longevity expectations are outlined on the following page.

Career Longevity Expectations:

Less than one year	31%
One to five years	27%
Five to ten years	13%
More than ten years	29%

Those respondents working in a career or occupation which was not their long-term goal identified their long-term career goals as listed below:

Long-term Career Goal:

Health Care	35%
Teaching	25%
Business	20%
Govt. Agency	8%
Legal	6%
Other	6%

Long-term career goals in contrast to type of work currently being performed did not include personal services. Health care, teaching and business were the choices of the majority of the respondents.

Nearly one-third of the respondents (32%) earned less than $7,500 per year while fifteen percent (15%) earned in excess of $25,000 per year. Salary ranges identified by employed respondents are listed below:

Annual Salary Range, Before Taxes, Excluding Overtime:

Up to $7,499	32%	$7,500 to $9,999	5%
$10,000 to $12,499	15%	$12,000 to $14,999	9%
$15,000 to $17,499	7%	$17,500 to $19,999	6%
$20,000 to $22,499	6%	$22,500 to $24,999	5%
$25,000 and up	15%		

Question 26 provided respondents the opportunity to compare salary expectations with current salaries.

Current Salary vs. Expectations:

More than expected	7%
About what expected	54%
Less than expected	39%

When asked to indicate the relationship between expectations and actual, over one-half (54%) reported that they were currently receiving the salary they expected. Thirty-nine percent (39%) received less than expected and the remaining seven percent (7%) were earning more than they had expected.

Question 27 was designed to establish the relationship of the respondent's education to his/her current job status.

Sixty-two percent (62%) of the respondents reported that their education had prepared them for their current job. The remaining thirty-eight percent (38%) responded negatively, i.e. their education had not prepared them for their current job.

Question 28 assessed the respondents satisfaction relative to their work or career experience.

Work/Career Satisfaction Level:	
Satisfied	65%
Neutral	28%
Dissatisfied	7%

PERSONAL SATISFACTION

Question 29 provided respondents the opportunity to indicate their satisfaction level relative to their educational, career and personal experiences since they first enrolled in a community college in the fall of 1987. A rating of one (1) indicated that the respondent was satisfied; a rating of two (2) indicated that the respondent was neither satisfied nor dissatisfied; a rating of three (3) indicated dissatisfaction; and, NA referred to those items that did not apply to a particular respondent.

Level of Personal Satisfaction:	1	2	3	NA
Performance at original community college.	67%	16%	16%	1%
Academic or career preparation provided by original community college.	62%	31%	5%	2%
Overall experiences at original community college.	78%	17%	4%	1%
Ease of transition to a transfer institution.	43%	18%	9%	30%
Performance at the transfer institution.	45%	16%	8%	31%
Academic or career preparation provided by the transfer institution.	37%	19%	8%	36%
Overall experiences at the transfer institution.	41%	21%	7%	31%
Progress toward achievement of educational goals.	54%	28%	16%	2%
Progress toward achievement of career goals.	51%	29%	15%	5%
Progress toward achievement of personal goals.	68%	20%	10%	2%
Current career or occupation.	49%	23%	15%	13%
Personal development.	82%	11%	6%	1%

Overall, nearly two-thirds (65%) of the respondents were satisfied with their educational, career and personal experiences over the past five years. Another twenty-four percent (24%) reported that they were neither satisfied nor

dissatisfied while the remaining eleven percent (11%) expressed dissatisfaction with their educational, career and personal experiences.

The first three items on the rating scale elicited information about the respondents satisfaction level with various aspects of the community college that they attended. The majority were satisfied with their performance at the college in which they enrolled in the fall of 1987 (67%); with the academic or career preparation provided by that college (62%); and, with their overall experiences at the original community college (78%). A small percentage of the respondents expressed dissatisfaction with their community college experiences. Sixteen percent (16%) expressed dissatisfaction with their individual performance while only five percent (5%) were dissatisfied with the preparation provided and four percent (4%) with the overall experiences at their original community college.

Four items provided information relevant to transferring to and experiences at a transfer institution. Approximately one-third (30%) of the respondents were not involved in the transfer process. When the data is corrected for non-transfers, three in five respondents (61%) expressed satisfaction with the ease of transition to a transfer institution. Also correcting for non-transfers, slightly fewer respondents were satisfied with their performance at the transfer institution (65% vs. 67%) and the academic or career preparation that it provided (58% vs. 62%) than at the community college they attended. Relative to overall experiences at the transfer institution, somewhat fewer respondents reported satisfaction than with the community college they attended, 59% vs. 78%.

Just over one-half of the respondents were satisfied with the progress they had made toward achievement of their educational goals (54%) and their career goals (51%). A somewhat larger percent of the respondents were satisfied with the progress they had made toward achievement of their personal goals (68%). Just under one-half (49%) were satisfied with their current career or occupation. Eighty-two percent (82%) of the respondents expressed satisfaction with their personal development during the five year period of the study.

The final question, number 30, was an open-ended question that allowed respondents the opportunity to comment on any aspect of the study or their personal concerns. Approximately one-fourth of the respondents availed themselves of this opportunity. The responses were summarized by the researcher and categorized as follows:

1) Thanks was expressed for the opportunity to participate in the study and requests were made for a copy of the final report.

2) Concern was expressed that changes in personal situations had made it necessary to slow or postpone educational goals.

3) Both positive and negative comments were made about community colleges in general and about specific colleges.

4) Specific comments of both a positive and negative nature were made relative to transferability from two-year to four-year institutions.

5) Advising was singled out for negative comment.

6) Negative comments were made concerning lack of specific programs at specific colleges as well as the problems associated with the site bound student.

7) One respondent indicated that the researchers were "cheap" in that they did not provide stamps.

8) One respondent reported that the study had motivated her to think more seriously about her goals.

SUMMARY

The purpose of the Statewide Longitudinal Study was to define a profile of community college students and identify their educational and career goals. Follow-up surveys were designed to identify changes in the student profile and to track progress toward achievement of educational and career goals.

Significant changes in the student profile are listed below:

1) The marital status changed from single to married for twenty-four percent (24%) of the respondents.

2) Eight percent (8%) of the respondents who had not previously had children became parents during the five year period.

3) Those respondents dependent upon others for support decreased from sixty percent (60%) to twenty-two percent (22%).

4) As first time, full-time, first year students, forty-one percent (41%) resided in college housing. During the course of their educational activity, that percent increased to fifty-four percent (54%) of the respondents living in college housing.

5) As they began their college career, respondents tended to be more dependent on others and less dependent on themselves for financial support for college. During the initial survey, eighteen percent (18%) reported that they held a full-time or part-time job and thirty-nine percent (39%) reported that they received financial aid. These percents had increased to sixty-three percent (63%) and eighty-three percent (83%), respectively, when the study was concluded.

Progress in attaining educational goals as well as respondent perceptions relative to their education are summarized below:

1) Degrees earned correlates positively with the expectation of students in 1987 when sixty-eight percent (68%) reported that they planned to earn an associate degree and fourteen percent (14%) planned to earn a vocational certificate. By 1992, actual figures were fifty-three percent (53%) and eight percent (8%), respectively.

2) Forty percent (40%) of the original sample planned to earn a Bachelor's Degree. Five years later, twenty-three percent (23%) of the respondents had achieved that goal. A significant number of the respondents are currently enrolled in four-year institutions.

3) Forty-two percent (42%) of the respondents originally indicated a desire to pursue a graduate degree. At the conclusion of the study, forty-eight percent (48%) held that expectation.

4) Forty percent (40%) of the respondents changed their major during their college career, however, the net change within CIP code categories was insignificant.

5) Respondents gave community colleges high ratings for quality of instruction, faculty/student relations, and facilities; average marks for variety of courses, counseling and advising, financial aid services, student employment services and equipment; and a lesser number rated variety of courses, counseling and advising, financial aids services and student employment services as poor.

6) Faculty (95%) and other students (94%) were identified as helpful to the respondents while counselors (63%) and administrators (48%) did not rate as high on the helping scale.

7) When respondents were asked to identify areas that were in need of improvement, facilities and equipment were identified by twenty-two percent (22%); quality and variety of courses, twenty percent (20%); and, counseling and advising, seventeen percent (17%).

Progress in achieving career goals as well as characteristics of current employment are identified below:

1) Seventy-four percent (74%) of the respondents are currently working full-time or part-time and an additional eight percent (8%) are unemployed but looking for work.

2) Forty-eight percent (48%) of those currently employed indicated that they are employed in their long-term career or occupational goal.

3) Specific areas of employment in descending order are: health care, personal services, business, teaching, agriculture, construction, engineering/electronics, legal and other.

4) Long-term career goals in contrast to type of work being currently performed did not include personal services. Long-term career or occupational choices in descending order were health care, teaching, business, government agency, legal and other.

5) Nearly one-third (32%) of the respondents earned less than $7,500 per year while fifteen percent (15%) reported annual incomes of over $25,000.

6) Sixty-two percent (62%) of the respondents reported that their education had prepared them for their employment.

7) Sixty-five percent (65%) of the respondents reported that they were satisfied with their current employment status.

The satisfaction level of the respondents relative to the community college experience is relatively high as evidenced below:

1) Seventy-eight percent (78%) of the respondents expressed satisfaction with the overall experiences at their original community college while eighty-one percent (81%) replied that, if they were beginning their educational career today, they would enroll in a community college in Wyoming.

2) Sixty percent (60%) of the respondents who transferred to a four-year institution were satisfied with the ease of transition to that institution.

3) Respondents were generally satisfied with their progress toward achievement of educational goals, 54%; career goals, 51%; and personal goals, 68%.

4) Less than one-half (49%) of the respondents were satisfied with their current career or occupation.

5) Eighty-two percent (82%) of the respondents expressed satisfaction with their personal development over the five year period covered by the study.

RECOMMENDATIONS

Based on the responses from participants in the Statewide Longitudinal Study, the following recommendations are presented for Commission and individual college consideration:

1) The Commission and the individual colleges should continue to provide for quality instruction and faculty/student interaction.

2) The variety of courses and programs offered should be reviewed.

3) Additional attention should be given to the transfer process, generally, and to informing individual students about and assisting them with transferring course work, specifically.

4) Serious consideration should be given to upgrading and increasing the quality and amount of academic advising and counseling available to students.

5) Current financial aid and student employment services should be evaluated and processes implemented that will make these services more accessible to students.

6) Sufficient and affordable campus housing should be provided to meet the needs of those student who desire to avail themselves of this opportunity.

7) Physical facilities should be regularly reviewed to ensure that they provide for an appropriate learning environment.

8) Sufficient and appropriate equipment should be provided to allow for optimum teaching and learning.